

The School Board of Highlands County

# Sebring High School



## 2018-19 Schoolwide Improvement Plan

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## Sebring High School

3514 KENILWORTH BLVD, Sebring, FL 33870

<http://www.highlands.k12.fl.us/~shs/>

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	Yes	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	B*

### School Board Approval

This plan is pending approval by the Highlands County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

In four years at Sebring High School, our students will obtain a quality education in a nurturing environment that prepares them for success in college and career. Our students will be encouraged to become productive citizens and life-long learners.

#### Provide the school's vision statement.

Students Are Here to Succeed

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Ervin, Kimberly	Principal
Eshelman, Ilene	Assistant Principal
Haley, Mike	Assistant Principal
Delgado, Jenn	Instructional Coach
Giordano, Julie	Teacher, K-12
Khang, Pang	School Counselor
Mann, Angie	Instructional Coach
Wolfe, Rhoda	Teacher, K-12
Sherley, Laura	Assistant Principal
Barnett, Julie	Teacher, K-12
Colbert, Mark	Teacher, K-12
McLeod, Cynthia	Teacher, K-12
Van der kaay, Ruth	Teacher, K-12
DeWitt, Jennifer	Teacher, Adult
Caton, Pat	Teacher, K-12
Noethlich, Annie	Instructional Technology

#### Duties

#### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Members of the School Leadership Team meet at least once a month to analyze school and student data from various sources to make decisions that ensure high levels of learning for all students. They lead professional development for their individual departments and provide instructional coaching and support to their colleagues. School Leadership Team members help with the consensus building and roll out of new initiatives.

## Early Warning Systems

### Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	64	48	29	46	187
One or more suspensions	0	0	0	0	0	0	0	0	0	173	119	81	3	376
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	230	109	92	87	518
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	139	67	38	16	260

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	164	78	60	9	311

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	53	43	13	12	121
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 8/29/2018

### Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	79	117	36	74	306
One or more suspensions	0	0	0	0	0	0	0	0	0	158	203	84	95	540
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	339	396	69	73	877
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	206	216	61	61	544

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	466	526	145	230	1367

### Year 2016-17 - Updated

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	79	117	36	74	306
One or more suspensions	0	0	0	0	0	0	0	0	0	158	203	84	95	540
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	339	396	69	73	877
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	206	216	61	61	544

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	466	526	145	230	1367

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

32% of our students scored proficient on the Algebra 1 EOC for the 2017-2018 school year. Not enough information to determine if this is a trend because our lowest math students did not take the Algebra 1 EOC in 2016-2017 because it was the first year that we implemented the year-long Algebra 1A course.

**Which data component showed the greatest decline from prior year?**

Algebra 1 from 54 to 32.

**Which data component had the biggest gap when compared to the state average?**

Algebra 1 with a 30% data gap.

**Which data component showed the most improvement? Is this a trend?**

Geometry and ELA 10th grade. 10% improvement. On par with the state for ELA 10th. 3% gap for Geo EOC.

**Describe the actions or changes that led to the improvement in this area.**

Reading in every content area on our campus. Using IPG to plan standards-aligned instruction. Common instructional vocabulary, use of AVID strategies. Incorporating grade appropriate complex text throughout all content areas and focusing on the rigor of the tasks that we are assigning to students and not just the text.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	51%	43%	56%	50%	40%	52%
ELA Learning Gains	48%	47%	53%	41%	39%	46%
ELA Lowest 25th Percentile	36%	34%	44%	26%	31%	38%
Math Achievement	47%	47%	51%	42%	36%	43%
Math Learning Gains	35%	44%	48%	31%	29%	39%
Math Lowest 25th Percentile	24%	41%	45%	22%	30%	38%
Science Achievement	58%	55%	67%	57%	53%	65%
Social Studies Achievement	66%	65%	71%	65%	66%	69%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	64 (79)	48 (117)	29 (36)	46 (74)	187 (306)
One or more suspensions	173 (158)	119 (203)	81 (84)	3 (95)	376 (540)
Course failure in ELA or Math	230 (339)	109 (396)	92 (69)	87 (73)	518 (877)
Level 1 on statewide assessment	139 (206)	67 (216)	38 (61)	16 (61)	260 (544)

### Grade Level Data

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	48%	40%	8%	53%	-5%
	2017	54%	49%	5%	52%	2%
Same Grade Comparison		-6%				
Cohort Comparison						
10	2018	53%	50%	3%	53%	0%
	2017	43%	40%	3%	50%	-7%
Same Grade Comparison		10%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	57%	54%	3%	65%	-8%
2017	54%	47%	7%	63%	-9%
Compare		3%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	63%	63%	0%	68%	-5%
2017	59%	60%	-1%	67%	-8%
Compare		4%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	32%	53%	-21%	62%	-30%
2017	54%	67%	-13%	60%	-6%
Compare		-22%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	53%	56%	-3%	56%	-3%
2017	43%	45%	-2%	53%	-10%
Compare		10%			

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	40	32	24	25		26	63		40	14
ELL	20	54								64	
ASN	94	77		100	67		100	83		82	
BLK	33	46	40	24	26	13	43	51		65	19
HSP	43	42	30	42	36	26	49	65		78	45
MUL	50	52		50	30		40			80	25
WHT	56	49	37	53	37	28	63	68		76	54
FRL	42	46	36	40	34	23	50	60		71	37



2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	14	11	26	30	35	23	34		35	22
ELL	13	25	18	6	15		27	18			
ASN	85	75		77	57		84	88			
BLK	31	29	18	21	18	19	27	43		47	39
HSP	44	35	14	39	34	22	50	53		69	45
MUL	57	55		59	58					81	46
WHT	52	43	33	46	35	30	63	65		72	51
FRL	40	33	20	36	31	26	49	54		61	43

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

<b>Title</b>	Attendance
<b>Rationale</b>	Students who are in school to receive instruction and participate in classroom activities are more successful. They are less likely to fall behind in their classes.
<b>Intended Outcome</b>	Reduce the percentage of students that miss 10% or more of the total school days from 12% to 10%.
<b>Point Person</b>	Laura Sherley (sherleyl@highlands.k12.fl.us)

##### Action Step

<b>Description</b>	Administrators scheduling and facilitating SARC meetings on a regular basis. Teachers making contact with parents when they notice a trend in student absences. Deans contacting parents when they suspect a student is skipping class. Rewarding students for good attendance. Informing families about the importance of making sure their children are in school.
<b>Person Responsible</b>	Laura Sherley (sherleyl@highlands.k12.fl.us)

##### Plan to Monitor Effectiveness

<b>Description</b>	SARC Daily Attendance Reports Communication with parents
<b>Person Responsible</b>	Laura Sherley (sherleyl@highlands.k12.fl.us)

<b>Activity #2</b>	
<b>Title</b>	Discipline
<b>Rationale</b>	Reducing the number of discipline referrals that result in ISS and/OSS will keep students in class. Reducing the number of discipline referrals creates an environment that is focused on learning and reduces distractions.
<b>Intended Outcome</b>	Reduce the percentage of students that have 1 or more discipline referrals from 29% to 24%.
<b>Point Person</b>	Ilene Eshelman (eshelmai@highlands.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	Clearly communicate expectations for behavior and school rules to students at the beginning of the school year. Work with teachers to improve classroom management to help them be proactive.
<b>Person Responsible</b>	Ilene Eshelman (eshelmai@highlands.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Run referral reports. Provide interventions for students who have more than one discipline referral - counseling, etc. Partner with parents to reduce discipline referrals.
<b>Person Responsible</b>	Ilene Eshelman (eshelmai@highlands.k12.fl.us)
<b>Activity #3</b>	
<b>Title</b>	ELA
<b>Rationale</b>	Students who score at or above proficiency on the 9th and 10th grade FSA ELA have the skills they need to be successful in other content area courses and in their post secondary endeavors. Students must pass the 10th FSA ELA to graduate.
<b>Intended Outcome</b>	Increase the percentage of 9th and 10th grade students who score proficient on the FSA ELA from 51% to 56%.
<b>Point Person</b>	Ilene Eshelman (eshelmai@highlands.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	Provide teachers time to collaborate with teachers in their departments and teachers in other subject areas to ensure that curriculum and instruction are aligned to the standards for each course. Provide students in need with interventions to be successful. Intensive Reading for all 9th and 10th grade students who scored a level 1 or 2 on the FSA ELA. All level 1 and 2 students will be placed in a study hall with an English or Reading teacher to receive additional assistance. Provide teachers with feedback using the IPGs. Continue to use AVID's research based strategies with students.
<b>Person Responsible</b>	Ilene Eshelman (eshelmai@highlands.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Frequent progress monitoring using Common Lit assessments, Achieve 3000, SAT and ACT practice assessments.
<b>Person Responsible</b>	Ilene Eshelman (eshelmai@highlands.k12.fl.us)

<b>Activity #4</b>	
<b>Title</b>	Math
<b>Rationale</b>	Students who score at or above proficiency on the Algebra 1 EOC and Geometry EOC are more likely to be successful in these course and earn required course credit. These courses provide the foundation that students need to be successful in higher level math courses.
<b>Intended Outcome</b>	Increase the percentage of students that score proficient on the Algebra 1 and Geometry EOCs from 47 % to 52%.
<b>Point Person</b>	Kimberly Ervin (ervink@highlands.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	Provide teachers time to collaborate with teachers in their departments and teachers in other subject areas to ensure that curriculum and instruction are aligned to the standards for each course. Offer remedial courses to our lowest students to help them prepare for the Alg 1 and Geometry EOCs. Algebra 1A, Algebra 1B, and Informal Geometry. Placing lowest math students in a study hall with a math teacher to receive additional support. Provide teachers with time to collaborate with each other. Ensure that teachers are following district instructional plans. Provide teachers with feedback using the IPGs. Continue to use AVID's research based strategies in math classrooms.
<b>Person Responsible</b>	Kimberly Ervin (ervink@highlands.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	District progress monitoring assessments, classroom formal and informal assessments.
<b>Person Responsible</b>	Kimberly Ervin (ervink@highlands.k12.fl.us)
<b>Activity #5</b>	
<b>Title</b>	Science - Biology
<b>Rationale</b>	Students who score proficient on the Biology EOC are better prepared for other science courses that they take in high school and college.
<b>Intended Outcome</b>	Increase the percentage of students that score proficient on the Biology EOC from 58% to 63%.
<b>Point Person</b>	Kimberly Ervin (ervink@highlands.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	Provide teachers time to collaborate with teachers in their departments and teachers in other subject areas to ensure that curriculum and instruction are aligned to the standards for each course. Ensure that teachers are following district instructional plans. Provide students with the additional assistance they need to be successful. Continue to use AVID's research based strategies in content area classrooms.
<b>Person Responsible</b>	Kimberly Ervin (ervink@highlands.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	District progress monitoring assessments. Classroom formal and informal assessments.
<b>Person Responsible</b>	Kimberly Ervin (ervink@highlands.k12.fl.us)

Activity #6	
<b>Title</b>	Social Studies
<b>Rationale</b>	Students who score at or above proficiency on the US History EOC are more likely to earn required course credit.
<b>Intended Outcome</b>	Increase the percentage of students that score proficient on the US History EOC from 66 percent to 71 percent.
<b>Point Person</b>	Laura Sherley (sherleyl@highlands.k12.fl.us)
Action Step	
<b>Description</b>	Provide teachers time to collaborate with teachers in their departments and teachers in other subject areas to ensure that curriculum and instruction are aligned to the standards for each course. Provide teachers with the opportunity to collaborate with teachers from other schools during district scheduled meetings. Classroom observations. Ensure alignment of course content and instruction to the state standards for US History. Continue to use AVID's research based strategies in content area classrooms.
<b>Person Responsible</b>	Laura Sherley (sherleyl@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	US History progress monitoring assessments. Use data to determine what content students need extra support with.
<b>Person Responsible</b>	Laura Sherley (sherleyl@highlands.k12.fl.us)
Activity #7	
<b>Title</b>	College and Career Acceleration
<b>Rationale</b>	Students who enroll and pass assessments in college and career acceleration courses are better prepared for college and careers.
<b>Intended Outcome</b>	Increase the percentage of student who enroll in and pass assessments in AP, IB, DE and Industry Certification courses from 47 percent to 52 percent.
<b>Point Person</b>	Mike Haley (haleym@highlands.k12.fl.us)
Action Step	
<b>Description</b>	Counselors and teachers will provide information about their classes and the benefits afforded to students who take them and pass course assessments. Information will be shared with parents. Providing students with the support they need to be successful in accelerated courses.
<b>Person Responsible</b>	Mike Haley (haleym@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	Data analysis of the number of students who enroll in AP, IB, DE, and Industry Certification Courses. Data analysis of the number of students who are successful in the college and career accelerated courses.
<b>Person Responsible</b>	Mike Haley (haleym@highlands.k12.fl.us)

Activity #8	
<b>Title</b>	Graduation Rate
<b>Rationale</b>	It is our mission that students will graduate in four years from Sebring High School with a standard diploma.
<b>Intended Outcome</b>	Increase the percentage of students that graduate with a standard diploma in four years from Sebring High School from 75% to 80%.
<b>Point Person</b>	Kimberly Ervin (ervink@highlands.k12.fl.us)
Action Step	
<b>Description</b>	Monitor students in every grade level to ensure that they are successfully earning the credits they need for graduation, the GPA they need for graduation, and passing required State assessments. Providing students with the interventions they need to get back on track for graduation.
<b>Person Responsible</b>	Kimberly Ervin (ervink@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	Counselors will meet to monitor cohort 15/16 students and their progress toward graduation. Credit recovery classes will be assigned where classroom teachers will provide additional progress monitoring. Support Facilitation teachers will monitor the progress of ESE students who need high support in their courses to be successful. Counselors, administrators, and teachers will monitor the progress of all students using classroom and progress monitoring data to provide students with the interventions they need to stay on track for graduation in four years.
<b>Person Responsible</b>	Kimberly Ervin (ervink@highlands.k12.fl.us)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Sebring High School utilizes numerous parent advisory groups to include the School Advisory Committee, Highlands International Baccalaureate Advanced Academic Partnership, academic, extra- and co-curricular parent support groups (e.g., band boosters).

A system of regular communications with parents is maintained via the Blackboard Connect system, school marque, progress reports/report cards, School Attendance Review, teacher websites, teacher emails, school website, parent nights, college nights, college resource room, Skyward Parent Portal (online, web-based recording of grades and attendance with 24/7 access by staff, students, and parents), Facebook, Instagram, and Remind.

### **PFEF Link**

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

With the establishment of the MTSS team of teachers and administrators, the integration of their work with the guidance staff and the SLT, the social-emotional needs of students is being monitored and addressed as issues are identified. Utilizing the services of the social workers and student services and the local agencies (e.g., Youth and Family Alternatives), the school is working to support and assist in a timely manner. Procedures are in place for administrators, guidance counselors, and teachers to refer students to outside agencies for services.

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

SHS hosts various orientation events for incoming ninth grade students and parents. The first event each year is the annual middle school visit to the high school during the school day. The purpose of the visit is to have students see the daily operation of the elective classes so they can choose an area of interest for their elective areas. This visit also involves the opportunity to interact with high school students representing various academic areas, elective and extra curricular programs. In addition to the student visit, the parents and students attend an evening event so the parents can seek information and understand the interest of their child and be involved in the scheduling and activity decision making.

Other high school program areas also conduct orientation sessions for students and parents in the areas of ESE, IB, FFA, Career and Tech, Highlands Career Institute, etc.

In addition, college nights are held on a regular basis to assist students and parents make decisions about colleges, programs, and financial aide.

### **Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

All members of the MTSS Leadership Team serve on the Curriculum Leadership team except for the district-based social worker. The Curriculum Leadership Team is one of the major groups to provide input into the development of the SIP based on student performance data. Elements of the MTSS process are incorporated into the reading intervention strategies that are implemented at the school level when a student does not make adequate progress in reading.

Title I, Part A  
N/A

Title I, Part C- Migrant

Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I, Part D

Provides services to children who are delinquent or neglected.

Title II

Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III

Supports activities to assist students become proficient in English, supports teacher professional development in E.L.L. strategies and parent involvement and education

Title X- Homeless

Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.

Nutrition Programs

District food service department facilitates grant funding to provide fresh fruit and vegetables in the elementary schools. In addition, they provide services in summer for breakfast and lunches at various school and community locations.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Title VI supports the operations of the Career Academy by providing professional development and resources for progress monitoring. Continued industry certification program in Culinary and have added two industry certification programs in agriculture and business.

Job Training

A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Upon entering Sebring High School, students are given several options to choose their academic paths. The first choice is to graduate in 3 years on the college bound or career options, or the same in 4 years. Recommendations from prior year teachers as to the level of academic class the student should enroll are used as guides for student placement. Assessment data is also reviewed along with student interest and plans for post high school.

In the spring of each year students are given a Program of Studies containing the class offerings for the next year. A counselor will provide an academic history for each student and meet with each student to discuss interest and options. Students seek parent input and submit final choices to the counselor.

In the fall of each year counselors begin with the twelfth grade students and review their academic histories and present schedule to make sure they meet graduation requirements. Following the seniors, counselor work down to their ninth grade students. Counselors are assigned students alphabetically so



they have the opportunity to know the student and family very well before they leave our school.

With the addition of a part-time college coach and a full-time graduation coach, SHS is dedicated to student, staff, and parent education regarding the requirements for graduation along with regular and timely feedback regarding student progress toward meeting those requirements. In addition, the school and district have connected with resources such as FLCAN, college university systems, and other resources that supply this school community with college/post-secondary opportunities for every student.